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C&I 427.01: Literacy Strategies for the Middle and Secondary School Content Areas

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CURRICULUM AND INSTRUCTION 427

Literacy Strategies for the Middle and Secondary School Content Areas
The University of Montana

Spring 2003

Marian J McKenna, Ph.D.
T: 4:10-7:00 p.m./EDUC 313
Arrange two hours
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Phone: 243-4915
Office: EDUC 306
Hours: T & R 2:15-3:45p.m.
Or by appointment.

The limits of our language are the limits of our world.

--Ludwig Wittgenstein

Textbooks:

Three Young Adult novels that you select for best use in your field. The UC Bookstore has a Newberry Award Winners display of titles from 1985-2002. These are a good place to start your search for the best books. (Required reading.)

A Faculty Pack has been prepared for you. These are available at the UC Bookstore. Please purchase one as soon as possible so that you can begin the readings on time. In all probability, we will be adding to these as we find things to share throughout the course. (Required)

Vacca, R.T. & Vacca, J.A.L. (2002). *Content area reading: Literacy and learning across the curriculum*. (7th ed.). NY: HarperCollins (Highly Recommended)

Goals for the Course:

By the end of this semester you will:

- 1) Understand the expanded definition of the nature of literacy and its social and cultural impact on a diverse and multicultural society.
- 2) Understand how students learn most effectively and apply this understanding to classroom methods and activities
- 3) Create a variety of meaningful classroom activities, materials, & resources for future use, which guide and assist learning, foster critical thinking, and incorporate literacy skills.
- 4) Be familiar with a variety of ways to assess student abilities and plan for instruction accordingly

- 5) Understand the principles of and be able to demonstrate pedagogical uses of academic service learning.
- 6) Develop strategies for using young adult literature in all content area classes.
- 7) Be able to bring learners and texts together such that it results in active student involvement and collaboration with both the classroom and larger community.
- 8) Understand the difference and achieve a balance between subject content and learning processes.
- 9) Develop the practice of critical reflection in your professional life.
- 10) Challenge and reinforce your own beliefs and feelings about teaching and participating in a democracy.

COURSE REQUIREMENTS, ATTENDANCE, AND EVALUATION

Requirements

1. Complete the assigned readings and be prepared for class discussions.
2. Prepare a text survey on a textbook of your choice from your teaching field.
3. Complete academic service learning project and reflective paper.
4. Complete the Book Notes Assignment.
5. Exam
6. Prepare an integrated, interdisciplinary unit that spans at least a two-week period of time and involves at least two other discipline area experts from this class. Be prepared to present the results of your team project in a professional manner to your colleagues. Be sure to include a well thought-out service learning component that is incorporated into your unit.
7. Present your integrated unit to the class so that we all may understand your goals, strategies, and the integration of your content areas.

Attendance

Attendance in class is **mandatory**. This is a workshop format course where the most meaningful learning will come from your interactions with your peers and professor. If you must miss more than one class for reasons beyond your control, please see me in **advance** of the date and make arrangements for writing an I-Search paper on the topic you miss. **Late work will not be accepted without prior arrangement.**

Evaluation

Please keep a record of your own performance. It is a good idea to keep a copy of work and materials handed in to me.

A=94-100; B=82-93; C=70-81; D=60-69

ASSIGNMENT	Points Possible	DUE DATES
Textbook Survey	10	February 25, 2003
Book Notes	30	April 8, 2003
Term Exam	30	April 15, 2003
Service Lrng. Reflection Papers	30	April 29, 2003
Integrated Group Presentations	10	April 22, & April 29, 2003
Group Integrated Units	30	May 13, 2003
Participation	20	15 Weeks of Semester

ISSUES OF FORMATTING

Format for any written assignments:

1. All papers should be typed, double-spaced and single sided. Do not write in the margins. **Include on all papers your name, course & section number, the date and my name on the cover sheet. See APA.**
2. Cover sheets should be used on all but in-class written assignments. Papers must be stapled. Do not use paper clips or hand in loose sheets of paper. The mechanics of writing (spelling, punctuation, grammar and format) will be considered in the final grade of final drafts.
3. The APA (5th edition) method of writing and formatting should be used at all times. E.g. Textbook Survey, and academic service papers.

Academic Service Learning Experience

The service learning experience for this course consists of two hours per week or thirty hours total of academic service in the area of literacy. Check options list or see me for phone numbers and for further information.

In addition to these options, you are free to come up with a written proposal of your own. You may have a particular teacher with whom you are very interested in working, or you may want to tutor a neighborhood child and get credit for it! Let me know your ideas! Students have responded to this experience most positively and have felt that it was one of the most valuable experiences that they have had in their various programs. Think this through before you make your final decision and then choose something that will truly enrich your life and professional growth. As you go through this process, think of how you might use this powerful pedagogy with your own students. Written individual proposals are due no later than February 18, 2003. The reflective papers, due on April 29, 2003, will be your reflections on this service learning experience. The paper should be five to eight typed pages. In this paper you need to **describe what you are doing for your service learning, how this experience relates to classroom theories and practices, how it relates to your future as an educator, and your reflections your status as a literate member of a democratic community.**

Course Content

DATE	TOPIC	ASSIGNMENT
Section I Literacy as Thinking		
Week I January 28, 2003	Course Introduction Syllabus overview: Academic Service Learning! Information Cards Jigsaw--What is Reading?	Get a faculty pack as soon as they are available and read Section I.
Week II February 4, 2003	School of Education Research Forum! China, Wales, & Russia	Faculty pack: first three articles in Section V. Also in Section I, read "Preservice Teachers..."
Week III February 11, 2003	A Short Fairy Tale: Schema Theory Think Aloud Strategy Three types of Discussion Strategies Andrea Vernon: Guest Speaker	Read Chpt. I of Text Faculty pack: last six articles in Section I.
Week IV February 18, 2003	Textbook Survey Organize Integrated Groups (1) Academic Service Learning	Read Chapters 3&4 of Text Bring Textbook and faculty pack to class. Service learning proposals due!
Week V February 25, 2003	Organize Integrated Groups (1) Use of Literature to teach content Book Talk Book Clubs Meet (3) Reflection #1. (2) Entry level thoughts.	Read Chapter 2 of Text Textbook Survey Due!

Section II Uses of Literature and Authentic Sources		
Week VI March 4, 2003	Content Area Book Clubs meet and discuss books chosen for their field. Writing to Learn Example of Bio-Poems	Faculty Pack Readings: Section II, first five articles “Glossary” Sec. III
Week VII March 11, 2003	Authentic Assessments Exit Slips Academic Service Reflection #2	Vacca & Vacca Chpts. 7 & 8 Faculty Pack: Complete Section II.
Section III: Literacy Strategies		
Week VIII March 18, 2003	Scaffolding Learning: Alphabet Soup of Strategies. DR-TA, K.W.L., SQ3R Integrated Groups Work	Readings in Section III Faculty Packs, first three articles. Chpts. 6, 9 & 10 of Text
Week IX April 1, 2003	Concept Attainment Choose Two Book Groups Work	Complete Readings in Section III of your Faculty Packs. Chapter 5 in your text.
Week X April 8, 2003	Stranding Charts & Application Cards Service Learning Reflections # 3 Reflective Practice	Complete Sec. V of Faculty Pack Book Notes Due! Vacca & Vacca Chpt. 11
Week XI April 15, 2003	Term Exam	Be Prepared!
Section IV: Integration of the Curriculum		
Week XII April 22, 2003	First Round of Integrated Projects Presentations	Complete Section III in Faculty Pack. Chapter 12 of V&V.
Week XIII April 29, 2003	Second Round of Integrated Unit Project Presentations	Service Learning Paper Due
Week XIV May 6, 2003	(CCIRA) Integrated Groups work to organize, collate, and copy all units	
Week XV May 13, 2003	Final Reflections, Evaluation, and Celebrations!	All Units are due.

Integrated Content Unit

The development of an integrated unit plan is to give teachers the opportunity to work with experts in other disciplines to design a unit of learning that incorporates the best of what we know about how students learn in and out of our classrooms. That is, authentic learning is not broken down into artificial and discreet units such as math and history and literature. Learning experiences that are designed around concepts and ideas and are integrated across the curriculum tend to be retained longer and transfer more powerfully into other areas of a person's life.

As you work with at least two other colleagues in designing this two-week unit, you should consider the following issues:

1. What is your central theme or issue around which your group will focus? Some ideas or examples might be, Time, The Vietnam War, The Stock Market or America in the Twenties.
2. What are the content concepts for each of the content areas? The best way to illustrate this might be by constructing a web or a semantic map.
3. What are the literacy concepts and strategies that you will need to teach and/or reinforce in order for your students to be successful in this unit?
4. Describe the Service Learning Project in which your students will engage and the benefits it will bring to both their learning and to the community.
5. What reading, writing and study skills must the students already have in order to complete the tasks or investigations you have set for them?
6. What activities will you design, individually and as a group of professionals that will address your theme and concepts in an orderly fashion? I recommend that you keep the principles of modeling, practice, discussion and student self-selection in mind as you design your unit and activities.
7. How will you assess your students' development through this unit? You will need to consider your self-assessment as a teacher, assessment of appropriate materials as well as student assessment in the content field and their ability to use literacy skills to learn new material.
8. How will the design of your unit allow for varying degrees of ability among the students? You will want to address this issue especially in terms of choice opportunities and materials available for the students.
- 8a. What large group activities do you propose? What small group activities do you propose? Clearly identify your individual activities. There should be a good balance between these different types of activities as well as between teacher-led activities and student-led activities.
- 8b. What is your balance between very engaged activities and those activities that are least active?

- 8c. The third continuum is between the lines of Teacher-Led to Student-Led Activities. Make sure that there are time and places for Teacher-as-Participants and for the three types of discussion: Interrogative, guided and reflective.
9. What background expectations will you have for your students as they begin their unit? Briefly describe where in the curriculum this unit will take place. In other words, will this unit occur at the beginning of the year, or more towards the end of the year, after the students have a solid background in working together as well as in the principles of chemistry for example.
10. What outside resources will you need to have access to in order to design and support this unit? For example, what speakers, films, field trips and literature from various agencies in the community might you need?

INSTRUMENTS

The instruments that are listed below are recommended for your use. As always, select and design what makes the most sense for you and will be the most useful for you in your teaching and learning.

Semantic map designating theme, concepts and activities.

Stranding chart that demonstrates the flow of activities to address your concepts and objectives.

Stranding chart that illustrates the teaching and reinforcing of necessary literacy skills. For example, on this chart you might want to illustrate so that you can see clearly how often you have provided for Sustained Silent Reading or Learning Log Entries.

Content Area Reading Inventory

Bibliography of Resources--You might want to include textual, media, and community resources in this listing.

You should list some of your specific literacy activities, broken down into 'pre, during, and post' plans.

Include with the materials that you turn in some samples of study guides, activities, assessment instruments, list of choices for the students and an outline of the whole Unit Plan.